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ABSTRACT

A study was conducted at Laramie County Community College to assess the performance of developmental students and evaluate the effectiveness of the college's testing and placement system. The study tracked students entering in fall 1993 whose placement scores identified them as developmental to determine actual enrollment and performance in developmental courses and enrollment and performance in higher-level related courses over 4 semesters. Study findings included the following: (1) 26% of the students were deficient in English, mathematics, or reading, while many were deficient in more than one area; (2) the completion rate up to spring 1995 was 6% for the sample, comparable to the completion rate for non-developmental students; (3) in fall 1993, developmental students had a composite grade point average of 2.72, compared to 2.61 for the non-developmental group; (4) students whose scores placed them in the lower reading and math categories had lower retention rates than other students, and were less likely to enroll in advanced courses of the same subject area; (5) 45% of the students who enrolled in a developmental course later enrolled in a higher level course; (6) two-thirds of the students who completed a developmental course and later enrolled in a related higher-level course were successful; and (7) by spring 1995, developmental students had better overall retention rates than non-developmental students (42% vs. 23%) and roughly equal completion rates and grade point averages. (Tables showing condensed student transcripts and reading intensive course enrollments and grades by reading test scores are appended.) (KP)

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ED 386 236

ACADEMIC PROGRESS OF DEVELOPMENTAL STUDENTS FALL 1993 - SPRING 1995

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September 1995

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PURPOSE

The purpose of this study was

1. To determine the how well developmental students performed in

   a. their developmental work,

   b. in subsequent, related coursework, and

   c. their persistence

2. To evaluate the effectiveness of the testing and placement system as it now exists (LCCC's testing and placement policies were criticized by the NCA during their most recent accreditation visit (1990)

DEFINITIONS

The following terms apply

1. Developmental Student. A student whose placement scores fall into one of the following categories

   a. Math ..... MA, MB, or M1

   b. English E1

   c. Reading ..... RA, R1, or R2

2. Non-developmental Student. A student whose placement scores are not in the above categories or one who did not take the placement test.

3. Success

   a. A grade of 'C' or better in developmental courses.

   b. A grade of 'C' or better in subsequent, related courses such as MATH-0930 or higher, ENGL-1010 or higher. MATH-0930 was selected as the first advanced math course because the placement score guide lists MATH-0930, 1000, and 1100 comparable courses (Intermediate Algebra) when placing students whose math scores are at the M2 level.

   c. A grade of 'C' or better in a 1000 level or above reading intensive course such as ENGL-1010, ECON-1010, PSYC-1000, POLS-1000, HUMN-1020, etc.

METHODOLOGY

1. Fall 1993 entering students whose placement test scores identified them as developmental were tracked for four semesters to determine

a. How many actually enrolled in developmental courses.

b. How well they did academically in their developmental courses.

c. How many of the developmental students later enrolled in higher level, related courses.

d. How well they did academically in the advanced courses.

e. Their term to term persistence.

f. How well they did, academically, compared to non-developmental students of the same cohort --Fall 1993 entering students.

2. Only students who tested prior to October 1993 were tracked.

3. In cases where a student had multiple scores on record for the same subject, the score with the earliest date was used.

LIMITATIONS:

The outcomes of this study may be limited because:

1. Not all entering students take placement tests.

2. Some students whose placement test scores identify them as developmental do not enroll in developmental courses or related subject courses (See appendix I).

a. LCCC's testing and placement policies came were listed as concerns by NCA during their most recent (1990) accreditation visit.

3. The earliest test score might not be indicative of the student's true abilities.

DEVELOPMENTAL COURSES:

For this study, the following courses were considered developmental:

1. English:

a. DVST-0630 - Grammar and Writing Improvement (E1)

2. Reading:

a. DVST-0890 - Basic Skills Development (RA).

b. DVST-0510 - Reading Improvement I (R1).

c. DVST-0520 - Reading Improvement II (R2).

3. Mathematics:

a. DVST-0898 - Developmental Math I (MA)

b. DVST-0900 - Pre-algebra Arithmetic (MB)

c. MATH-0920 - Elementary Algebra (M1)

SUMMARY:

1. Approximately one-fourth of the fall 93 entering students were deficient in English, mathematics, or reading. Many were deficient in more than one area.

2. Most developmental students were successful in their developmental work; however, those who followed the placement test recommendations were more successful than those who did not.

3. Students whose test scores placed them in the lower reading and math categories:

a. Had lower retention rates than other developmental students.

b. Had lower success rates than other developmental students.

c. Were less likely than other developmental students to enroll in advanced courses of the same subject area.

4. Less than one-half (45%) of the students who enrolled in a developmental course later enrolled in a higher level course of a related subject area.

5. Two of three who completed a developmental course and later enrolled in a higher level related course were successful in the advanced course.

6. Overall, developmental students:

a. Had better retention rates than non-developmental students.

b. Had completion rates equal to that of non-developmental students.

c. Had GPA's equal to those of non-developmental students.

7. Approximately one-third of the graduates of district high schools who enrolled at LCCC in the fall of required some developmental work.

STUDENT PROFILE:

Approximately one of four (26%) of the fall 1993 entering students who took the placement tests prior to October 1993 were deficient in at least one subject area such as mathematics, English, or reading. However, as the following table shows, many were deficient in more than one area.

Table 1
Developmental Fall 1993 Entering Student
Placement Test Scores

Test Score	N	%
English (E1)	56	13
Reading (RA)	8	2
Reading (R1)	26	6
Reading (R2)	80	18
Math (MA)	47	11
Math (M1)	60	14
Math (M2)	162	37
TOTAL	439	100

Note: Percentage total exceeds 100% due to decimal rounding.

Slightly less than half (42%) graduated from high school in 1993, and of that number, just over one-third (36%) were from district high schools. The next table shows enrolled and developmental students from district high schools.

Table 2
Developmental Students From District High Schools
Fall 1993 Entering Students

High School	Enrolled	Dev.	Pct.
Albin	2	1	50
Burns	9	4	44
Cheyenne Central	83	34	41
Cheyenne East	109	32	29
Pine Bluffs	7	5	71
TOTAL	210	76	36

Over three-fourths (77%) had declared a major, an indication that they had an objective or goal in mind when they enrolled. Most were in PRENUR (9%), EDUC (6%), and BUS (6%). The following table shows their majors.

Table 3
Developmental Student Majors
Fall 1993 Entering Students

Major	Pct
UNDCL/UNDNS	21
PRENUR	9
EDUC *	6
BUS	6
ACCT	5
CRMJ	4
PSYC	4
ALL OTHERS (37)	55

Note: * Includes ED-CI, ED-EL, ED-SE, EDUC.

As to how successful they were in attaining their goals is difficult to determine at this time; however, their completion rate to date (6%) parallels that of their non-developmental peers. Developmental students, however, tended to opt for certificate programs in greater numbers than did non-developmental students. Academically, however, developmental students hold their own with other students. For the fall 1993, the developmental group had a composite GPA of 2.72, which was significantly higher ($p < .05$) than the 2.61 of the non-developmental group, but within four semesters both groups had approximately equal GPA's. The following tables shows this in greater detail.

Table 4
Fall 1993 and Spring 1995 GPA
Fall 1993 Entering Students

Semester	Dev	Non-Dev	p
Fall 1993	2.71	2.61	.000*
Spring 1995	2.49	2.84	.537

Note: * Indicates statistical significance.

Table 5
Degrees and Certificates
Fall 1993 Entering Students (Spring 1995)

Student Type	N	Degrees	CCD's	Total	Pct
Developmental	288	12	5	17	6
Non-developmental	809	40	5	45	6

It appears also that developmental students persist at a much higher rate than do non-developmental students. Four semesters after their initial enrollment, as the next table shows, 42% of the developmental students were still enrolled compared to 23% of their non-developmental peers.

Table 6
Fall 1993 Entering Student Persistence
Fall 1993 - Spring 1995

Student Type	Enrolled Fall 93	Enrolled Spring 95	Percent Retained
Developmental	288	122	42
Non-developmental	809	186	23

There were differences noted, however, in the persistence rates between the various developmental levels, especially in reading. For example, students who tested into the lowest reading and math levels (RA and MA) had poorer retention rates and did worse academically than students who tested into the middle and upper levels. The following table shows persistence by developmental level. Academic progress will be discussed in the next chapter.

Table 7
Retention Rates
Developmental Fall 1993 Entering Students*
By Test Score Category

Percent Retained by Test Score							
Term	MA%	MB%	M1%	E1%	RA%	R1%	R2%
F 93 - S 94	60	68	68	64	50	81	71
F 93 - F 94	51	51	53	54	25	65	54
F 93 - S 95	40	40	45	38	12	50	41

Note: * Many students were developmental in more than one area.

ACADEMIC PROGRESS

ENGLISH

ENGLISH (E1)
Recommended first course - DVST-0630: Gammer and Spelling Improvement

Fifty six fall 1993 entering students tested at this level. Forty three (77%) enrolled in DVST-0630 or a higher level English course at least once between the fall 1993 and spring 1995 terms. Thirty five enrolled in DVST-0630 the first semester and 83% were successful. Of 43 who enrolled in a developmental or an English course, 20 (46%) attempted ENGL-1010 at least once, and fifteen succeed on their first try. One succeeded on the second attempt for an overall success rate in ENGL-1010 of 80%. As the following table shows, some were successful in other courses also.

Table 8
Fall 1993 Developmental Students
English Course Sequences by Term

Term	Course	Number Enrolled	Number Successful	Percent Successful	GPA**
Fall 93	DVST-0630	35	29	83	2.29
	ENGL-1000	1	0	0	0.00
	ENGL-1010	1	1	100	3.00
Spring 94	DVST-0630	3	2	67	2.33

7

	ENGL-1000	18	13	72	*1 44
	ENGL-1010	6	3	50	1 33
Fall 94	DVST-0630	3	2	67	1 33
	ENGL-1000	1	0	0	0 00
	ENGL-1010	19	15	79	2 11
Spring 95	ENGL-1000	1	0	0	0 00
	ENGL-1010	1	1	100	3 00
	ENGL-1020	5	2	40	1 80

Note: * For GPA calculations, a 'S' grade was equated to a 'C', a 'U' grade was equated to an 'F'
** GPA of all E1 students in course

From the data shown in Table 8 above, it appears that students who enrolled in the recommended courses in the recommended sequence had a relatively good success rate, especially when compared to those chose to go directly into ENGL-1000 or above

MATHEMATICS

MATHEMATICS (MA)
Recommended first course: DVST-0898 - Developmental Math I

Forty seven fall 93 entering students tested at this level, the lowest math category. Of that number, 38 (81%) enrolled in at least one math course during the four semesters they were tracked. Only 8 (21%) attempted MATH-0930 or higher. Three (38%) were successful on their first attempt. None of the unsuccessful ones tried a second or subsequent time, and as the next table shows, none were successful in MATH-1000 or MATH-1400.

Table 9
Fall 1993 Developmental Students
Math Level MA
Math Course Sequences by Term

Term	Course	Number Enrolled	Number Successful	Percent Successful	GPA*
Fall 93	MAT-0898	11	8	73	2 27
	MATH-0900	19	12	63	2 05

	MATH-0920	2	1	50	1 50
	MATH-0930	1	0	0	0 00
Spring 94	MAT-0899	8	7	88	2 75
	MATH-0900	2	2	100	2 50
	MATH-0920	8	4	50	1 50
Fall 94	MAT-0898	2	1	50	1 00
	MATH-0900	1	1	100	2 00
	MATH-0920	7	2	29	1 00
	MATH-0930	3	0	0	0 33
Spring 95	MAT-0920	5	3	60	1 60
	MATH-0930	3	3	100	2 67
	MATH-1000	1	0	0	0 00
	MATH-1400	1	0	0	0 00

Note * GPA of all MA students in course.

Table 9 above points out that there was not a great deal of difference between the first semester success rates and grades of MATH-0898 and MATH-0900. Although MATH-0900 is not the recommended course, its first term success rate for this level indicates that the cut off scores for MATH-0898 might be too high. Also, this group did well in developmental work, but, except for a few, did not advance beyond this level. One contributing factor might be their low retention rate as shown in Table 7 above.

MATHEMATICS (MB)

Recommended first course: DVST- 0900 - Pre-algebra Arithmetic

162 fall 93 beginning students tested at this math level, and 128 enrolled in at least one math course during the two year period studied --115 during the first term. Of the 128 who enrolled in a math course, 50 (39%) attempted MATH-0930 or a higher level math course at least once. Twenty four succeed on their first try and an additional six succeeded on their second or subsequent try for a success 60% success rate. Again, as with the MA group, there were nearly as many first semester successes recorded in MATH-0900 as there were in MATH-0920 which

indicates that these cut off scores may need revising also Additionally, as Table 10 below shows, not too many were successful in MATH-1400 and higher courses

Table 10
Fall 1993 Developmental Students
Math Level MB
Math Course Sequences by Term

Term	Course	Number Enrolled	Number Successful	Percent Successful	GPA*
Fall 93	MATH-0900	93	75	81	2.59
	MATH-0920	14	11	79	2.43
	MATH-0930	4	0	0	0.25
	MATH-1400	4	2	50	1.00
Spring 94	MATH-0900	11	6	55	1.82
	MATH-0920	45	35	78	2.53
	MATH-0930	9	5	56	1.78
	MATH-1000	2	0	0	0.00
	MATH-1400	2	0	0	0.00
Fall 94	MATH-0900	3	1	33	1.00
	MATH-0920	13	7	54	1.54
	MATH-0930	22	13	59	1.73
	MATH-1000	7	2	29	0.71
	MATH-1400	5	0	0	0.33
Spring 95	MATH-0920	3	0	0	0.00
	MATH-0930	7	5	71	2.00
	MATH-1000	8	4	50	2.13
	MATH-1400	8	3	38	1.50
	MATH-2350	1	0	0	0.00

Note: * GPA of all MB students in course

MATHEMATICS (M1)

Recommended first course MATH-0920 - Elementary Algebra

Sixty fall 93 entering students tested at this level. Fifty one enrolled in at least one math course, 48 did so in the first semester, fall 93. Of the 51 who enrolled in at least on math course, 33 attempted MATH-0930 or a higher level math course at least once, 24 succeeded on their first try , and two succeeded on a second or later attempt for a 78% success rate. As with the previous groups, the success rate in the next course in sequence (MATH-0939) was nearly as good as it was for the recommended course. The low success rate shown for MATH-1400 could be the result of many students skipping MATH-1000 and going directly into MATH-1400. Also, as the next table shows, some were successful in more advanced courses.

Table 11
Fall 1993 Developmental Students
Math Level M1
Math Course Sequences by Term

Term	Course	Number Enrolled	Number Successful	Percent Successful	GPA*
Fall 93	MATH-0900	1	0	0	0.00
	MATH-0920	37	31	84	2.92
	MATH-0930	10	8	80	2.70
Spring 94	MATH-0920	6	4	67	2.50
	MATH-0930	17	12	71	2.29
	MATH-1000	1	1	100	3.00
	MATH-1400	6	4	67	2.50
Fall 94	MATH-0900	1	1	100	3.00
	MATH-0920	3	3	100	2.33
	MATH-0930	4	1	25	0.75
	MATH-1000	4	4	100	3.25
	MATH-1400	9	5	56	1.33
	MATH-2350	1	0	0	0.00
Spring 95	MATH-0920	2	0	0	0.00

	MATH-0930	1	0	0	0 00
	MATH-1400	5	1	20	0 80
	MATH-2200	1	1	100	2 00
	MATH-2350	1	1	100	3 00

Note * GPA of all M1 students in course

READING

READING (RA)

Recommended course: DVST-0890 - Basic Skills Development

Eight fall 93 entering students tested at this reading level. Four enrolled in at least one reading improvement course within the first two semesters. All but one enrolled in the recommended course, who ironically, was the only one that succeeded on the first attempt. One non-successful student repeated a course and was successful for a 50% success rate at the RA level.

Of the four who enrolled in a reading improvement course, one later attempted at least one more reading intensive course and was successful. On the other hand, all four who did not enroll in a reading improvement course attempted a more reading intensive course and none were successful. Like those in the lowest math category, this group had a very poor retention rate and could be classified as high risk students.

READING (R1)

Recommended course: DVST-0510 - Reading Improvement I

Twenty six fall 93 entering students tested at this level. Fourteen enrolled in at least one reading improvement course. All but one enrolled initially in the recommended course and all but one did so during the first semester. Eleven succeeded on their first try. One repeated a course and was successful for a 79% success rate. Five students enrolled later in an advanced reading improvement course and four earned a grade of 'C' or better in that course.

Of the fourteen who took a reading improvement course, ten later enrolled in one or more reading intensive courses. Six (60%) were successful. However, of the 12 who did not enroll in a reading improvement course, nine enrolled in at least one more reading intensive courses, and six

(67%) were successful in at least one course, one of the few cases where a large number of students who did not follow the placement test recommendations out performed those who did.

READING (R2)

Recommended course: DVST-0520 - Reading Improvement II

Eighty fall 93 entering students tested at this level. Thirty three of them enrolled in a reading improvement course the first semester. Five enrolled in a course below the recommended level. Twenty seven (88%) succeed on the first try. Of the six who were not successful, three of them were enrolled in a lower level course. The same three repeated the course and were not successful on their second attempt either.

Of the 33 who enrolled in a reading improvement course, 24 (73%) enrolled in at least one more reading intensive course and 20 (83%) were successful. Of the 47 students who did not enroll in a reading improvement course, 40 attempted one or more reading intensive courses and 27 (68%) were successful in at least one of them.

Appendix II contains a listing of the more reading intensives courses taken by all reading (RA, R1, R2) students and the grades earned in each course, and Table 12 below shows the reading courses taken and the success rates. The three levels were combined since nearly all students enrolled in the recommended course and most successful completed within one semester.

Table 12
Fall 1993 Developmental Students
All Reading Levels
Reading Course by Term

Term	Course	Number Enrolled	Number Successful	Percent Successful	GPA*
Fall 93	DVST-0510	14	10	71	2.43
	DVST-0520	31	29	94	2.97
	DVST-0890	6	1	17	0.50
Spring 94	DVST-0510	3	1	33	0.67
	DVST-0520	7	4	57	1.86
	DVST-0890	2	2	100	2.50

Note: * GPA of all developmental reading students in course.

FINDINGS:

The following findings were noted:

1. The completion rate for developmental students is the same as it is for non-developmental students.
2. Developmental students do as well academically as do non-developmental students.
3. Very few developmental students enroll in advanced courses of a related subject area, but the majority of those who do are successful.
4. Many graduates of district high schools require developmental work at LCCC.
5. Developmental students have better retention rates than non-developmental students.

CONCLUSIONS:

The following conclusions were reached:

1. The placement system, as it now exists, is effective if students follow the test recommendations.
2. Lower level math and reading students are very high risk students.
3. The cut off scores for the math tests need reviewed and possibly revised.

RECOMMENDATIONS:

The following recommendations are made:

1. The cut off scores for the math placement tests be reviewed for possible revisions.
2. Students be strongly encouraged to follow their test score recommendations as to class registrations.
3. Special emphasis be placed on the progress of lower level math and reading students.
4. Repeat this study after the proposed institutional revisions, if implemented, to the testing and placement policies have been in place for two years. If they are not implemented, repeat this study for the fall 1995 entering students after four semesters have lapsed.

APPENDIX I

CONDENSED STUDENT TRANSCRIPTS:
FALL 93 - SPRING 95

	DATE	F-93		S-94		SU-94		F-94		S-95	
E1	08/16/93	ENGL*0630	B	ENGL*1001	W						
E1	08/12/93	ENGL*0630	B	ENGL*1010	C						
E1	08/12/93	ENGL*0630	F								
E1	05/24/93	ENGL*0630	B	ENGL*1001	S			ENGL*1010	C	ENGL*1020	D
E1	07/19/93	ENGL*0630	B								
E1	08/16/93										
E1	07/26/93	ENGL*0630	C					ENGL*1010	B		
E1	06/09/93	ENGL*0630	B	ENGL*1001	S			ENGL*1010	C		
E1	08/16/93	ENGL*0630	C	ENGL*1001	S						
E1	07/13/93	ENGL*0630	D	ENGL*1001	W						
E1	08/12/93	ENGL*0630	B	ENGL*1001	S			ENGL*1010	C	ENGL*1020	W
E1	08/19/83	ENGL*0630	D	ENGL*1001	U			ENGL*1001	U		
E1	08/02/93	ENGL*0630	B								
E1	08/12/93	ENGL*0630	C	ENGL*1001	S						
E1	08/16/93	ENGL*0630	B	ENGL*1010	B						
E1	06/21/93	ENGL*0630	C								
E1	08/02/93	ENGL*0630	C	ENGL*1001	U						
E1	06/14/93	ENGL*0630	A	ENGL*1001	S			ENGL*1010	B	ENGL*1020	B
E1	07/13/93			ENGL*1010	C			ENGL*1020	F		
E1	06/09/93			ENGL*0630	F			ENGL*0630	C		
E1	05/24/93	ENGL*0630	B	ENGL*1010	F						
E1	09/01/93										
E1	05/24/93										
E1	08/12/93	ENGL*0630	C								
E1	08/16/93	ENGL*0630	F					ENGL*0630	W		
E1	08/19/93							ENGL*0630	C	ENGL*1001	I
E1	08/16/93	ENGL*0630	C	ENGL*1001	S			ENGL*1010	C		
E1	06/28/93	ENGL*0630	C								
E1	08/02/93	ENGL*0630	C	ENGL*1001	S						
E1	07/12/93	ENGL*1010	W								
E1	07/12/93	ENGL*1010	B					ENGL*1020	F		
E1	08/11/93	ENGL*0630	B	ENGL*1001	S	ENGL*1010	B	ENGL*1020	D		
E1	07/26/93										
E1	07/26/93	ENGL*0630	B	ENGL*1001	S			ENGL*1010	B		
E1	08/02/93	ENGL*0630	B	ENGL*1001	S			ENGL*1010	B		
E1	08/02/93	ENGL*0630	F								
E1	08/11/93	ENGL*0630	B	ENGL*1001	W						
E1	08/18/93	ENGL*0630	B	ENGL*1010	D						
E1	08/11/93	ENGL*0630	B	ENGL*1010	F			ENGL*1010	F		
E1	08/12/93	ENGL*1001	W								
E1	08/18/93										
E1	08/12/93	ENGL*0630	B								
E1	08/16/93										
E1	08/16/93										
E1	08/12/93										
E1	08/16/93	ENGL*0630	W								
E1	08/16/93	ENGL*0630	C	ENGL*1001	S	ENGL*1010	B	ENGL*1020	W	ENGL*1020	D
E1	08/16/93	ENGL*0630	B								
E1	08/16/93			ENGL*0630	A						
E1	08/16/93										
E1	08/20/93										
E1	08/18/93										
E1	08/19/93										
E1	08/19/83	ENGL*0630	B	ENGL*1001	S			ENGL*1010	F	ENGL*1010	B
E1	08/25/93										
E1	09/13/93			ENGL*0630	B	ENGL*1001	S	ENGL*1010	B	ENGL*1020	A

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	DATE	F-93		S-94		SU-94		F-94		S-95	
MA	04/05/93	MATH*0900	D	MATH*0920	W						
MA	05/28/93			MATH*0900	C			MATH*0920	I	MATH*1000	F
MA	06/08/93							MATH*0898	C		
MA	08/12/93	MATH*0900	B	MATH*0920	W	MATH*0920	D	MATH*0930	W	MATH*0930	AUD
MA	08/12/93										
MA	03/22/93	MATH*0900	A	MATH*0920	B					MATH*0930	C
MA	06/07/93	MATH*0898	A	MATH*0899	A						
MA	06/14/93	MATH*0900	B								
MA	06/14/93	MATH*0898	A	MATH*0899	A			MATH*0920	A	MATH*0930	B
MA	04/15/93	MATH*0900	F								
MA	06/08/93	MATH*0898	F					MATH*0899	F	MATH*0920	B
MA	04/26/93	MATH*0900	A	MATH*0920	C						
MA	04/26/93	MATH*0900	A								
MA	05/24/93	MATH*0900	C								
MA	08/16/93									MATH*0920	F
MA	05/03/93	MATH*0900	D					MATH*0920	AUD	MATH*0920	B
MA	05/03/93	MATH*0898	F								
MA	04/30/93										
MA	06/28/93	MATH*0900	B	MATH*0920	A			MATH*0930	D	MATH*1400	F
MA	05/17/93	MATH*0898	B	MATH*0899	W						
MA	05/24/93										
MA	07/19/93	MATH*0898	B	MATH*0899	B			MATH*0920	B	MATH*0930	B
MA	05/28/93	MATH*0900	A								
MA	07/12/93	MATH*0900	B								
MA	07/13/93										
MA	08/19/83	MATH*0898	C	MATH*0899	C			MATH*0920	D		
MA	07/26/93	MATH*0900	F	MATH*0900	B			MATH*0920	D		
MA	08/02/93	MATH*0930	W								
MA	08/02/93										
MA	07/12/93	MATH*0900	B	MATH*0920	C						
MA	07/12/93	MATH*0898	D								
MA	07/12/93	MATH*0900	F								
MA	07/26/93	MATH*0900	F								
MA	07/26/93					MATH*0900	D	MATH*0900	C	MATH*0920	W
MA	08/02/93	MATH*0900	C	MATH*0920	W					MATH*0920	C
MA	08/11/93	MATH*0898	B	MATH*0899	B			MATH*0920	W		
MA	08/11/93	MATH*0898	B	MATH*0899	B			MATH*0920	W		
MA	08/16/93										
MA	08/16/93										
MA	08/16/93	MATH*0900	C	MATH*0920	D	MATH*0930	W	MATH*0930	W		
MA	08/16/93	MATH*0900	F								
MA	08/23/93										
MA	08/19/83	MATH*0898	C								
MA	08/18/93	MATH*0920	F								
MA	08/19/93										
MA	08/23/93										
MA	09/08/93	MATH*0920	B								

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	DATE	F-93		S-94		SU-94		F-94		S-95	
MB	08/12/93	MATH*0900	F								
MB	08/16/93			MATH*0900	W						
MB	07/26/93	MATH*0900	A	MATH*0920	A						
MB	07/13/93	MATH*0900	C	MATH*0920	C			MATH*0930	F	MATH*0930	D
MB	08/12/93										
MB	06/14/93	MATH*0900	B	MATH*0920	A			MATH*0930	C	MATH*1400	D
MB	08/12/93	MATH*0900	C								
MB	05/13/93	MATH*0900	A								
MB	08/12/93										
MB	02/01/93	MATH*0900	A	MATH*0920	F			MATH*0920	W		
MB	05/13/93	MATH*0900	F					MATH*0900	F		
MB	08/19/93	MATH*0900	B	MATH*0930	F			MATH*0930	F		
MB	07/26/93	MATH*0900	B	MATH*0920	B			MATH*0930	D	MATH*1000	D
MB	05/24/93										
MB	07/19/93	MATH*0900	C								
MB	04/05/93	MATH*0900	A								
MB	05/17/93										
MB	07/12/93	MATH*0900	A	MATH*0920	B			MATH*0930	A	MATH*1400	A
MB	08/12/93	MATH*0900	A	MATH*0920	A			MATH*1000	F	MATH*1000	D
MB	05/24/93	MATH*0900	B	MATH*0920	A			MATH*1000	B		
MB	07/12/93	MATH*0900	B	MATH*0920	F			MATH*0920	B	MATH*0930	AUD
MB	06/28/93			MATH*1000	F						
MB	02/01/93										
MB	05/13/93	MATH*1400	W	MATH*1400	F					MATH*0930	A
MB	08/12/93			MATH*0900	D						
MB	06/08/93										
MB	08/19/83	MATH*0900	C								
MB	07/19/93										
MB	08/16/93										
MB	08/12/93			MATH*0900	C			MATH*0920	B	MATH*0930	B
MB	06/04/93	MATH*0900	B	MATH*0920	D			MATH*0930	C		
MB	07/19/93							MATH*1000	F	MATH*1000	B
MB	07/13/93	MATH*0900	F	MATH*0900	F						
MB	08/19/93	MATH*0900	C								
MB	04/05/93	MATH*0930	D								
MB	08/02/93							MATH*0900	F		
MB	08/11/93			MATH*0900	B			MATH*1000	F	MATH*1000	B
MB	05/13/93	MATH*0900	B	MATH*0920	W						
MB	05/10/93			MATH*0900	B			MATH*0930	W		
MB	07/26/93	MATH*0900	D					MATH*0920	C		
MB	08/23/93			MATH*0900	W						
MB	04/15/93										
MB	03/01/93	MATH*0900	C	MATH*0920	F	MATH*0920	C	MATH*0930	W	MATH*0930	F
MB	08/12/93	MATH*0900	F	MATH*0900	W						
MB	08/12/93	MATH*0900	C								
MB	08/12/93	MATH*0900	F								
MB	03/22/93	MATH*0920	A	MATH*0930	A						
MB	04/19/93										
MB	04/19/93										
MB	06/28/93	MATH*0900	A	MATH*0920	A			MATH*0930	A	MATH*1400	B
MB	03/29/93	MATH*0900	D	MATH*0920	B						
MB	07/26/93	MATH*0920	F								
MB	05/03/93	MATH*0900	C								
MB	03/22/93										
MB	03/29/93										
MB	06/21/93	MATH*0900	C					MATH*0920	B	MATH*1000	D
MB	03/29/93	MATH*0920	C								
MB	03/29/93	MATH*0900	A	MATH*0920	A			MATH*1000	C		
MB	03/29/93	MATH*0900	C	MATH*0920	F						
MB	04/05/93	MATH*0900	B								
MB	07/13/93	MATH*0900	A								
MB	08/02/93	MATH*0900	D	MATH*0920	B			MATH*0930	F		
MB	08/12/93	MATH*0900	A	MATH*0920	A						
MB	08/12/93	MATH*0900	C	MATH*0920	B			MATH*0930	C	MATH*1000	W
MB	06/03/93	MATH*0900	B								
MB	04/12/93	MATH*0900	B	MATH*0920	B			MATH*0930	B	MATH*1400	A
MB	05/17/93	MATH*0900	B	MATH*0920	W						
MB	08/18/93										
MB	04/19/93	MATH*0900	F	MATH*0920	F						
MB	08/12/93	MATH*0900	A	MATH*0920	A	MATH*0930	A				
MB	05/28/93	MATH*0900	A	MATH*0920	B			MATH*0925	F		
MB	07/19/93	MATH*0920	C	MATH*1000	F						
MB	05/03/93	MATH*0920	A								

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MB	05/03/93	MATH*0900	A								
MB	05/03/93	MATH*0900	B								
MB	08/19/83										
MB	05/17/93										
MB	06/14/93										
MB	07/19/93										
MB	05/24/93	MATH*0900	A	MATH*0920	C					MATH*1000	A
MB	09/01/93	MATH*0900	W								
MB	05/13/93	MATH*0900	A	MATH*0920	A			MATH*0930	C		
MB	08/18/93	MATH*0900	C	MATH*0920	AUD			MATH*0920	C		
MB	06/02/93	MATH*0900	A	MATH*0920	A			MATH*0930	B	MATH*1400	W
MB	08/02/93	MATH*0900	A					MATH*0930	C		
MB	06/28/93										
MB	06/07/93			MATH*0900	A			MATH*0920	B	MATH*0930	C
MB	06/07/93	MATH*1400	C	MATH*1400	W			MATH*2350	F	MATH*2350	F
MB	08/12/93	MATH*1400	F	MATH*0920	W						
MB	08/16/93			MATH*0920	B			MATH*0920	F		
MB	07/19/93	MATH*0900	A					MATH*0930	B	MATH*1000	A
MB	07/26/93	MATH*0900	F	MATH*0900	B						
MB	08/11/93	MATH*0900	B	MATH*0920	A			MATH*1000	W		
MB	08/02/93	MATH*0900	B	MATH*0920	C			MATH*0930	F		
MB	06/28/93										
MB	08/23/93										
MB	08/02/93	MATH*0900	F					MATH*0900	B	MATH*0920	F
MB	07/26/93	MATH*0900	C	MATH*0920	C			MATH*0925	F	MATH*0925	F
MB	07/13/93	MATH*0900	A								
MB	07/13/93										
MB	07/12/93			MATH*0900	A			MATH*0920	A		
MB	07/13/93	MATH*0920	B	MATH*0930	W						
MB	07/13/93	MATH*0900	B					MATH*0920	W		
MB	08/02/93										
MB	08/11/93	MATH*0920	C	MATH*0930	B	MATH*1400	W	MATH*1400	F		
MB	07/26/93							MATH*1400	F		
MB	08/19/83										
MB	08/19/83	MATH*0900	B								
MB	08/02/93	MATH*0900	B								
MB	07/26/93	MATH*0900	C								
MB	07/19/93	MATH*0900	A	MATH*0920	A						
MB	07/26/93	MATH*0900	B	MATH*0920	A						
MB	07/26/93	MATH*0900	B								
MB	07/26/93	MATH*0900	B								
MB	07/26/93	MATH*0900	B	MATH*0920	B			MATH*0930	B	MATH*1400	W
MB	07/26/93	MATH*0930	F	MATH*0930	A						
MB	08/11/93	MATH*0920	A							MATH*1400	W
MB	07/30/93										
MB	08/02/93										
MB	08/02/93	MATH*0900	B								
MB	08/02/93	MATH*0900	D								
MB	08/02/93	MATH*1400	C								
MB	08/02/93	MATH*0920	B	MATH*0930	C			MATH*1400	D		
MB	08/02/93	MATH*0920	A	MATH*0930	B						
MB	08/02/93	MATH*0900	B	MATH*0920	B						
MB	08/02/93	MATH*0900	B	MATH*0920	C						
MB	08/18/93	MATH*0920	W								
MB	08/11/93	MATH*0900	A	MATH*0920	B						
MB	08/18/93	MATH*0900	D					MATH*1000	F		
MB	08/11/93	MATH*0900	B	MATH*0920	F			MATH*0920	F		
MB	08/11/93	MATH*0920	A								
MB	08/12/93	MATH*0920	W								
MB	08/12/93							MATH*0930	C		
MB	08/12/93	MATH*0900	A								
MB	08/12/93	MATH*0900	A	MATH*0920	A						
MB	08/18/93	MATH*0900	F								
MB	08/16/93	MATH*0900	B								
MB	08/18/93										
MB	08/16/93	MATH*0900	B								
MB	08/16/93	MATH*0900	B								
MB	08/16/93	MATH*0900	C								
MB	08/16/93										
MB	08/16/93	MATH*0900	A	MATH*0920	B			MATH*0930	B		
MB	08/16/93	MATH*0900	W								
MB	08/18/93	MATH*0900	B	MATH*0920	B						
MB	08/18/93										
MB	08/19/93	MATH*0900	C								
MB	08/19/93	MATH*0900	C							MATH*0920	W

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MB	08/18/93	MATH*0900	F								
MB	08/18/93										
MB	08/19/93										
MB	08/19/93	MATH*0920	C	MATH*0930	F					MATH*0930	C
MB	08/19/93	MATH*0930	F								
MB	08/19/83	MATH*0900	D								
MB	08/19/93	MATH*0930	F					MATH*0930	D	MATH*0930	C
MB	08/19/93										
MB	08/23/93	MATH*0900	B								
MB	08/23/93	MATH*0900	B	MATH*0920	C						
MB	08/23/93										
MB	09/08/93	MATH*0900	A								
MB	09/13/93	MATH*0900	A	MATH*0920	B						
				MATH*0930	W						
MB	09/27/93	MATH*0900	A	MATH*0920	B			MATH*0930	D	MATH*1400	W

	DATE	F-93		S-94		F-94		S-95	
M1	07/13/93	MATH*0920	F	MATH*0920	F				
M1	08/19/93								
M1	07/12/93			MATH*0920	B				
M1	08/16/93								
M1	08/19/93								
M1	07/26/93								
M1	05/17/93	MATH*0920	A	MATH*0930	B				
M1	05/10/93	MATH*0920	D			MATH*0920	B		
M1	07/26/93	MATH*0930	D						
M1	08/18/93	MATH*0920	A	MATH*0930	F	MATH*0930	W	MATH*0930	F
M1	08/12/93					MATH*0920	C	MATH*0925	F
M1	07/12/93	MATH*0920	C	MATH*0930	F	MATH*0925	C		
M1	06/21/93	MATH*0920	B						
M1	07/19/93	MATH*0930	A						
M1	07/19/93	MATH*0920	A	MATH*1400	B	MATH*1405	B	MATH*2200	C
M1	08/02/93	MATH*0920	C	MATH*1000	B				
M1	05/10/93	MATH*0920	A	MATH*0930	B	MATH*1400	C	MATH*2350	B
M1	05/17/93	MATH*0920	A	MATH*0930	W				
M1	07/19/93	MATH*0920	A	MATH*0930	D	MATH*1400	B		
M1	06/07/93	MATH*0920	F						
M1	07/12/93			MATH*0920	B				
M1	08/02/93	MATH*0920	A	MATH*0930	B				
M1	06/21/93	MATH*0920	A			MATH*1000	A		
M1	06/28/93	MATH*0920	F						
M1	07/13/93	MATH*0930	C	MATH*1400	W				
M1	07/13/93			MATH*0930	B	MATH*1000	C	MATH*1400	F
M1	07/26/93	MATH*0920	B	MATH*0930	F	MATH*0930	W		
M1	08/16/93			MATH*0920	A				
M1	07/13/93	MATH*0930	A	MATH*1400	A				
M1	07/12/93	MATH*0920	A	MATH*0930	B	MATH*1400	F	MATH*1400	C
M1	07/12/93								
M1	07/12/93	MATH*0920	W						
M1	07/19/93	MATH*0930	A						
M1	07/19/93	MATH*0920	A						
M1	07/19/93	MATH*0920	A	MATH*0930	A	MATH*1400	C		
M1	08/02/93	MATH*0920	A	MATH*0930	A				
M1	07/20/93	MATH*0920	B						
M1	08/12/93	MATH*0920	B						
M1	07/26/93	MATH*0920	A			MATH*1400	W		
M1	07/26/93	MATH*0920	A	MATH*0930	A	MATH*1000	A		
M1	07/26/93	MATH*0930	B	MATH*1400	B	MATH*1405	F	MATH*1405	F
M1	07/26/93	MATH*0920	A	MATH*0930	B	MATH*0930	C	MATH*1400	W
M1	08/12/93	MATH*0920	B	MATH*0930	C	MATH*1400	F		
M1	08/02/93	MATH*0920	C						
M1	08/11/93	MATH*0930	C	MATH*1400	D	MATH*1400	C		
M1	08/11/93	MATH*0930	B						
M1	08/12/93	MATH*0930	A						
M1	08/12/93	MATH*0920	A	MATH*1400	A				
M1	08/12/93								
M1	08/12/93	MATH*0930	F						
M1	08/12/93	MATH*0920	B						
M1	08/12/93	MATH*0920	C			MATH*0930	D	MATH*1400	W
M1	08/12/93	MATH*0920	B						
M1	08/12/93	MATH*0920	B						
M1	08/12/93								
M1	08/16/93			MATH*0920	A				
M1	08/16/93								
M1	09/01/93	MATH*0920	A	MATH*0930	B				
M1	08/30/93	MATH*0920	W						
M1	08/18/93	MATH*0920	A	MATH*0930	B	MATH*1000	B		
M1	08/19/93								
M1	09/08/93								
M1	09/08/93	MATH*0920	B						
M1	09/08/93	MATH*0900	F			MATH*0900	B	MATH*0920	W

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RA	08/12/93	DVST*0890	F					
RA	08/23/93							
RA	08/16/93			DVST*0510	C			
RA	09/01/93							
RA	08/18/93							
RA	08/12/93							
RA	08/19/93	DVST*0890	W					
RA	08/25/93	DVST*0890	F	DVST*0890	C			

	DATE	F-93		S-94		F-94		
R1	07/13/93	DVST*0510	A	DVST*0520	A			
R1	08/19/93							
R1	07/26/93	DVST*0520	C					
R1	08/19/93							
R1	06/08/93	DVST*0510	C	DVST*0520	D			
R1	02/01/93	DVST*0510	F	DVST*0510	F			
R1	08/12/93							
R1	05/17/93	DVST*0510	A					
R1	03/01/93	DVST*0510	B	DVST*0520	B			
R1	08/16/93	DVST*0510	A					
R1	08/02/93	DVST*0510	B	DVST*0520	C			
R1	06/08/93	DVST*0890	B	DVST*0890	B			
R1	04/26/93	DVST*0510	A					
R1	07/19/93	DVST*0510	D					
R1	06/28/93	DVST*0510	A	DVST*0520	B			
R1	05/24/93							
R1	07/13/93							
R1	07/26/93							
R1	09/01/93							
R1	09/01/93							
R1	08/18/93	DVST*0510	B					
R1	08/18/93							
R1	08/12/93			DVST*0510	F			
R1	08/16/93							
R1	08/18/93							
R1	09/27/93							

R2	08/16/93	DVST*0520	B					
R2	07/26/93							
R2	04/05/93	DVST*0510	C	DVST*0520	W			
R2	07/26/93							
R2	07/13/93							
R2	07/13/93							
R2	05/24/93	DVST*0520	C					
R2	07/19/93	DVST*0520	C					
R2	08/16/93							
R2	05/24/93	DVST*0520	A					
R2	06/28/93							
R2	06/08/93							
R2	08/19/93							
R2	08/12/93							
R2	07/19/93							
R2	07/13/93	DVST*0520	C					
R2	08/23/93							
R2	08/18/93	DVST*0520	B					
R2	08/23/93							
R2	05/10/93							
R2	07/26/93							
R2	08/02/93							
R2	08/12/93							
R2	05/17/93	DVST*0520	A					
R2	03/22/93							
R2	08/16/93	DVST*0520	A					
R2	06/28/93	DVST*0520	A					
R2	06/21/93							
R2	03/22/93	DVST*0520	B					
R2	03/29/93							
R2	06/14/93	DVST*0520	A					
R2	08/12/93	DVST*0520	B					
R2	04/12/93	DVST*0520	B					
R2	08/11/93	DVST*0520	A					
R2	04/26/93							
R2	05/24/93							
R2	09/01/93							
R2	05/17/93	DVST*0520	W					
R2	05/17/93	DVST*0890	W	DVST*0520	W			
R2	07/19/93	DVST*0520	B					
R2	05/28/93							
R2	08/02/93							
R2	08/16/93	DVST*0510	W			0034942	DVST*0510	W
R2	08/16/93							
R2	07/26/93							
R2	08/19/93	DVST*0520	B					
R2	08/02/93	DVST*0520	A					
R2	06/28/93							
R2	08/02/93							
R2	07/26/93	DVST*0520	B					
R2	09/01/93							
R2	07/12/93	DVST*0520	A					
R2	07/12/93							
R2	07/13/93	DVST*0520	B					
R2	08/11/93							
R2	07/26/93	DVST*0510	F					
R2	07/26/93	DVST*0890	F					
R2	08/19/93	DVST*0520	B					
R2	08/02/93							
R2	07/26/93							
R2	07/26/93							
R2	07/26/93	DVST*0520	A					
R2	07/26/93	DVST*0520	F					
R2	08/02/93	DVST*0520	B					
R2	08/02/93							
R2	08/02/93							
R2	08/02/93							
R2	09/01/93							
R2	08/02/93	DVST*0520	B					
R2	08/02/93	DVST*0520	C					
R2	08/02/93							
R2	08/11/93							
R2	08/12/93							
R2	08/16/93	DVST*0520	A					
R2	08/16/93	DVST*0520	C					

R2	08/16/93							
R2	08/16/93							
R2	08/18/93							
R2	08/18/93							
R2	08/18/93							
R2	08/19/93							
R2	09/13/93	DVST*0520	A					

APPENDIX II

READING INTENSIVE COURSE ENROLLMENTS
AND GRADES
BY READING TEST SCORE

B->PLACE_SCOR	B->READ_DATE	TERM	COURSE	GRADE
RA	08/23/93	93/FA	PSYC*1000	F
RA	08/23/93	94/SP	ENGL*1010	W
RA	08/23/93	94/SP	HIST*1210	W
RA	08/23/93	94/SP	PSYC*2300	W
RA	08/16/93	94/SP	POLS*1000	F
RA	08/16/93	94/FA	ENGL*1010	C
RA	08/16/93	94/FA	ENGL*1012	C
RA	09/01/93	93/FA	ENGL*1010	F
RA	09/01/93	93/FA	POLS*1000	F
RA	09/01/93	93/FA	PSYC*1000	F
RA	08/18/93	93/FA	PSYC*2300	F
RA	08/18/93	94/SP	PSYC*2300	C
RA	08/18/93	94/SP	PSYC*2330	F
RA	08/12/93	93/FA	ENGL*1010	A
RA	08/12/93	93/FA	SOC*1000	A
RA	08/12/93	94/SP	HIST*1250	W

B->PLACE_SCOR	B->READ_DATE	TERM	COURSE	GRADE
R1	07/13/93	94/SP	ENGL*1010	C
R1	07/13/93	94/SP	POLS*1000	D
R1	07/13/93	94/FA	ENGL*1020	F
R1	07/13/93	95/SP	ENGL*1020	D
R1	08/19/93	93/FA	ENGL*1010	C
R1	08/19/93	94/FA	POLS*1000	D
R1	07/26/93	94/SP	ENGL*1010	C
R1	07/26/93	94/FA	POLS*1000	C
R1	07/26/93	95/SP	SOC*1000	D
R1	07/26/93	95/SP	PSYC*1000	A
R1	08/19/93	93/FA	ENGL*1010	C
R1	08/19/93	94/FA	POLS*1000	D
R1	06/08/93	94/SP	ENGL*1010	B
R1	06/08/93	94/FA	HIST*1210	C
R1	08/12/93	94/SP	ENGL*1010	D
R1	08/12/93	94/FA	POLS*1000	D
R1	05/17/93	94/SP	ENGL*1010	D
R1	05/17/93	94/SP	POLS*1000	D
R1	05/17/93	94/FA	ENGL*1020	F
R1	05/17/93	94/FA	POLS*1000	W
R1	05/17/93	94/FA	PSYC*1000	F
R1	03/01/93	94/FA	POLS*1000	B
R1	03/01/93	94/FA	PSYC*1000	B
R1	08/16/93	93/FA	ENGL*1010	A
R1	08/16/93	93/FA	POLS*1000	B
R1	07/19/93	94/SP	ENGL*1010	W
R1	06/28/93	93/FA	ENGL*1010	F
R1	06/28/93	94/SP	ENGL*1010	F
R1	06/28/93	94/FA	POLS*1000	C
R1	06/28/93	94/FA	HUMN*1010	W
R1	09/01/93	93/FA	PSYC*1000	B
R1	09/01/93	94/SP	ENGL*2040	B
R1	09/01/93	94/SP	ENGL*1010	A
R1	09/01/93	95/SP	HUMN*1020	B
R1	09/01/93	93/FA	PSYC*1000	C
R1	09/01/93	94/SP	ENGL*1010	B
R1	09/01/93	94/FA	ENGL*1020	B
R1	08/18/93	94/SP	ENGL*1010	D
R1	08/18/93	94/FA	POLS*1000	F
R1	08/18/93	93/FA	PSYC*1000	F
R1	08/12/93	94/SP	PSYC*1000	W
R1	08/16/93	93/FA	HIST*1250	F
R1	08/18/93	93/FA	ENGL*1010	W
R1	08/18/93	93/FA	HIST*1210	W
R1	08/18/93	93/FA	PSYC*1000	W
R1	08/18/93	94/SP	ENGL*1010	W
R1	08/18/93	94/SP	HIST*1210	W
R1	08/18/93	94/SP	PSYC*1000	W
R1	08/18/93	94/FA	HIST*1210	W
R1	08/18/93	94/FA	PSYC*1000	C
R1	08/18/93	95/SP	ENGL*1010	W
R1	09/27/93	94/SP	ENGL*1010	C
R1	09/27/93	94/SP	PSYC*1000	B
R1	09/27/93	94/FA	ENGL*1020	C
R1	09/27/93	94/FA	POLS*1000	C
R1	09/27/93	95/SP	HUMN*1020	W

B->PLACE_SCOR	B->READ_DATE	TERM	COURSE	GRADE
R2	08/16/93	94/SP	POLS*1000	W
R2	07/26/93	93/FA	ENGL*1010	W
R2	07/26/93	94/SP	ENGL*1010	B
R2	04/05/93	93/FA	ENGL*1010	B
R2	04/05/93	94/SP	ENGL*1020	W
R2	07/26/93	94/SP	POLS*1000	C
R2	07/26/93	94/FA	ENGL*1010	D
R2	07/26/93	94/FA	POLS*2075	C
R2	07/26/93	95/SP	ENGL*1020	W
R2	07/26/93	95/SP	POLS*2070	B
R2	07/13/93	93/FA	ENGL*1010	C
R2	07/13/93	93/FA	POLS*1000	C
R2	07/13/93	94/SP	ENGL*1020	B
R2	07/13/93	93/FA	ENGL*1010	A
R2	07/13/93	94/SP	ENGL*1020	A
R2	07/13/93	94/SP	PSYC*1000	B
R2	05/24/93	94/FA	ENGL*1010	C
R2	05/24/93	94/FA	HIST*1210	B
R2	05/24/93	94/FA	HIST*1250	A
R2	05/24/93	95/SP	ENGL*1020	D
R2	05/24/93	95/SP	PSYC*1000	B
R2	07/19/93	94/FA	PSYC*1000	C
R2	07/19/93	95/SP	POLS*1000	F
R2	05/24/93	93/FA	PSYC*1000	C
R2	05/24/93	94/SP	ENGL*1010	A
R2	05/24/93	95/SP	ECON*1010	C
R2	06/28/93	93/FA	ENGL*1010	B
R2	06/28/93	93/FA	POLS*1000	C
R2	06/28/93	94/SP	PSYC*1000	C
R2	06/28/93	94/FA	ENGL*1020	D
R2	06/08/93	94/FA	ENGL*1010	C
R2	08/19/93	93/FA	ENGL*1010	B
R2	08/19/93	93/FA	ECON*1010	C
R2	08/12/93	94/SP	ENGL*1010	C
R2	08/12/93	94/SP	PSYC*1000	B
R2	08/12/93	94/FA	POLS*1000	C
R2	08/12/93	95/SP	ENGL*1020	B
R2	07/19/93	93/FA	POLS*1000	C
R2	07/19/93	94/FA	HIST*1110	C
R2	07/19/93	94/FA	PSYC*1000	C
R2	08/23/93	94/SP	PSYC*1000	F
R2	08/18/93	93/FA	ENGL*1010	F
R2	08/18/93	94/SP	ENGL*1010	C
R2	08/18/93	94/FA	ENGL*1020	F
R2	08/18/93	94/FA	HUMN*1010	F
R2	08/18/93	94/FA	SOC*1000	B
R2	08/18/93	95/SP	ENGL*1020	F
R2	08/23/93	93/FA	ENGL*1010	F
R2	08/23/93	93/FA	PSYC*1000	F
R2	05/10/93	95/SP	ENGL*1010	W
R2	05/10/93	95/SP	POLS*1000	D
R2	07/26/93	93/FA	ENGL*1010	D
R2	07/26/93	93/FA	HIST*1210	W
R2	08/02/93	93/FA	ENGL*1010	W
R2	08/02/93	93/FA	PSYC*1000	C
R2	08/02/93	94/SP	ENGL*1010	A
R2	08/12/93	94/FA	POLS*1000	W
R2	08/12/93	95/SP	HUMN*2381	D

R2	05/17/93	94/SP	ENGL*1010 F
R2	03/22/93	93/FA	ENGL*1010 B
R2	03/22/93	94/SP	ENGL*1020 B
R2	03/22/93	94/FA	POLS*1000 B
R2	08/16/93	94/SP	ENGL*1010 B
R2	06/28/93	93/FA	PSYC*1000 B
R2	06/28/93	94/SP	ENGL*1010 A
R2	06/28/93	94/FA	ENGL*1020 A
R2	06/28/93	94/FA	POLS*1000 A
R2	06/28/93	95/SP	ENGL*2095 A
R2	03/29/93	94/SP	ENGL*1010 C
R2	06/14/93	93/FA	POLS*1000 B
R2	06/14/93	94/FA	ENGL*1010 B
R2	06/14/93	94/FA	PSYC*1000 A
R2	06/14/93	95/SP	ENGL*1020 B
R2	08/12/93	93/FA	ENGL*1010 B
R2	08/12/93	94/SP	ENGL*1020 B
R2	08/12/93	94/SP	POLS*1000 C
R2	08/12/93	94/SP	PSYC*1100 B
R2	04/12/93	94/SP	ENGL*1010 A
R2	04/12/93	94/FA	ENGL*1020 B
R2	08/11/93	94/SP	POLS*1000 B
R2	08/11/93	94/FA	ENGL*1010 B
R2	08/11/93	94/FA	PSYC*1000 A
R2	08/11/93	95/SP	ENGL*1020 C
R2	08/11/93	95/SP	ECON*1010 B
R2	04/26/93	93/FA	ENGL*1010 B
R2	04/26/93	93/FA	POLS*1000 B
R2	04/26/93	94/SP	ENGL*1020 F
R2	04/26/93	95/SP	ENGL*1020 B
R2	05/24/93	94/SP	ENGL*1010 F
R2	07/19/93	93/FA	ENGL*1010 A
R2	07/19/93	94/SP	PSYC*1000 B
R2	07/19/93	94/FA	PSYC*2330 B
R2	08/02/93	93/FA	ENGL*1010 D
R2	08/02/93	93/FA	POLS*1000 B
R2	08/02/93	94/SP	ENGL*1020 D
R2	08/02/93	94/FA	PSYC*1000 B
R2	08/16/93	93/FA	SOC*2410 A
R2	08/16/93	94/FA	PSYC*1000 F
R2	07/26/93	93/FA	ENGL*1010 F
R2	07/26/93	94/SP	ENGL*1010 F
R2	07/26/93	94/SP	HIST*1250 W
R2	08/19/93	95/SP	PSYC*1000 B
R2	08/02/93	94/SP	ENGL*1020 W
R2	08/02/93	94/FA	ENGL*1010 C
R2	08/02/93	94/FA	ENGL*1012 C
R2	06/28/93	93/FA	POLS*1000 B
R2	06/28/93	94/SP	ECON*1010 D
R2	06/28/93	94/FA	ECON*1020 D
R2	08/02/93	94/SP	POLS*1000 D
R2	08/02/93	94/FA	POLS*1000 D
R2	07/26/93	95/SP	ENGL*1010 W
R2	09/01/93	93/FA	ENGL*1010 F
R2	09/01/93	93/FA	POLS*1000 F
R2	09/01/93	93/FA	PSYC*1000 F
R2	07/12/93	93/FA	ENGL*1010 B
R2	07/12/93	93/FA	POLS*1000 B
R2	07/12/93	94/FA	ENGL*1020 F
R2	07/12/93	94/FA	HUMN*1010 W

R2	07/12/93	94/FA SOC*1000	F
R2	07/13/93	93/FA ENGL*1010	D
R2	08/11/93	94/FA ENGL*1020	D
R2	08/11/93	94/FA POLS*1000	A
R2	08/02/93	93/FA ENGL*1010	C
R2	07/26/93	93/FA ENGL*1010	A
R2	07/26/93	94/SP POLS*1000	C
R2	07/26/93	94/SP PSYC*1000	C
R2	07/26/93	94/SP POLS*1000	C
R2	07/26/93	94/FA ENGL*1010	B
R2	07/26/93	94/FA ENGL*1012	B
R2	07/26/93	93/FA HUMN*1010	W
R2	08/02/93	94/FA ENGL*1010	B
R2	08/02/93	94/FA ENGL*1012	B
R2	08/02/93	94/FA POLS*1000	A
R2	08/02/93	95/SP PSYC*1000	A
R2	08/02/93	93/FA ENGL*1010	B
R2	08/02/93	93/FA PSYC*1000	D
R2	08/02/93	95/SP ENGL*1020	W
R2	08/02/93	93/FA ENGL*1010	D
R2	08/02/93	94/SP ENGL*1020	C
R2	08/02/93	94/FA HIST*1250	D
R2	08/02/93	95/SP ENGL*1010	W
R2	08/02/93	95/SP ENGL*1012	W
R2	08/02/93	95/SP PSYC*1000	C
R2	08/02/93	93/FA ENGL*1010	B
R2	09/01/93	93/FA ENGL*1010	A
R2	09/01/93	94/SP ENGL*1020	B
R2	09/01/93	94/FA PSYC*1000	A
R2	08/02/93	94/SP ENGL*1010	A
R2	08/02/93	94/FA POLS*1000	D
R2	08/02/93	93/FA POLS*1000	A
R2	08/02/93	93/FA ECON*1000	W
R2	08/02/93	94/SP ENGL*1010	B
R2	08/11/93	93/FA ENGL*1010	C
R2	08/11/93	94/FA ENGL*2310	B
R2	08/11/93	94/FA HIST*1210	B
R2	08/12/93	93/FA ENGL*1010	F
R2	08/12/93	93/FA POLS*1000	W
R2	08/12/93	93/FA PSYC*1000	F
R2	08/12/93	94/FA ENGL*1010	C
R2	08/12/93	94/FA ENGL*1012	C
R2	08/16/93	94/SP ENGL*1010	C
R2	08/16/93	94/SP POLS*1000	C
R2	08/16/93	94/FA ENGL*1020	W
R2	08/16/93	95/SP ENGL*1020	D
R2	08/18/93	93/FA ENGL*1010	W
R2	08/18/93	93/FA ENGL*1010	D
R2	08/19/93	94/FA ENGL*1010	F
R2	08/19/93	94/FA ENGL*1012	F
R2	08/19/93	94/FA PSYC*1000	B
R2	08/19/93	95/SP ENGL*1010	B
R2	08/19/93	95/SP ENGL*1012	A
R2	08/19/93	95/SP POLS*1000	B
R2	09/13/93	94/FA ENGL*1010	B
R2	09/13/93	94/FA ENGL*1012	A
R2	09/13/93	94/FA POLS*1000	B
R2	09/13/93	94/FA PSYC*1000	A
R2	09/13/93	95/SP ENGL*1020	A